

**TargetStrategies™**  
**Aligned Reading Strategies**  
**Priority Academic Student Skills**  
**8<sup>th</sup> Grade**

<b>PASS Objective:</b>	OKR081501a Research and information: Conduct research and organize information: Accessing information: Select the best source for a given purpose, locate information relevant to research questioning: Access information from a variety of primary and secondary sources, including electronic text, experts, and prime resources, to locate information relevant to research questioning (STANDARD 5.1a)
<b>Focus Objective:</b>	The student will select the best source for information about a research topic.
<b>Genre:</b>	Nonfiction
<b>Reading Integration:</b>	Language Arts, Oral Presentation
<b>Level:</b>	Analysis

**Prerequisite Skills:**

- apply knowledge of resource materials to determine the appropriate use of various types (R8.28)
- locate key bibliographic information (e.g., copyright date, author, publisher, etc.) (R8.30)

(Coding refers to an applicable TargetFundamentals™ lesson.)

**Related Objectives:**

OKR081301a	Comprehension: Interact with the words and concepts in the text to construct an appropriate meaning: Literal understanding: Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level; determine the purpose for reading such as to be informed, entertained, persuaded, understand; preview the text and use prior knowledge and experience to make connections to text (STANDARD 3.1a)
OKR081502b	Research and information: Conduct research and organize information: Accessing information: Interpreting information: Analyze and evaluate information from a variety of sources: Analyze and paraphrase or summarize information from a variety of sources into a research paper (STANDARD 5.2b)

- OKR081502c      Research and information: Conduct research and organize information: Accessing information: Interpreting information: Analyze and evaluate information from a variety of sources: Identify and credit the sources used to gain information (e.g., bibliographies, footnotes, appendix) (STANDARD 5.2c)
- OKR081502e      Research and information: Conduct research and organize information: Accessing information: Interpreting information: Analyze and evaluate information from a variety of sources: Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (STANDARD 5.2e)

## INSTRUCTIONAL PREPARATION

Choose or prepare the following:

- a handout similar to the one used in the Instruction component (use for Practice)
- an unfamiliar nonfictional passage (use for Assessment)

Duplicate the following (one per student unless otherwise indicated):

- *Choosing a Source* reference sheet (use for Instruction)
- *Which Source Is Best?* handout (use for Instruction)
- the prepared handout (use for Practice)
- the chosen nonfictional passage (use for Assessment)

Prepare a transparency of the following:

- *Choosing a Source* reference sheet (use for Instruction)
- “Recipe for Beautiful Roses” sheet (use for Instruction)
- *Which Source Is Best?* handout (use for Instruction)

Display the Focus Question:

- How can a reader select the best source for information about a research topic?

## INSTRUCTION

1. To begin the lesson, write the following list of words on the board: *diaries, interviews, letters, eyewitness accounts*. Tell the students that these are four types of resources available to use when additional information is needed. Ask the following question:

- ✓ What is similar about these resources? (*An appropriate response is as follows: the sources are personal and original.*)

Explain that these are referred to as primary sources. Explain that many primary sources are available as electronic texts on Web sites, and this makes it possible to look at original documents that would otherwise not be available. Write the words “Primary Sources”

above the list on the board. Next to this list, write another list consisting of the following words: *encyclopedias, dictionaries, textbooks, history books*. Ask the following question:

- ✓ What is similar about these resources? (*An appropriate response is as follows: the sources are not personal and give secondhand information.*)

Explain that these are referred to as secondary sources, and write the words “Secondary Sources” above the second list.

2. Distribute copies of the *Choosing a Source* reference sheet and display the transparency. Read aloud the definition and examples of primary and secondary sources. Facilitate a discussion to show that both primary and secondary sources are valuable when researching information on a topic, but it is important to evaluate the available sources to see which is the best one to use. Read and discuss the information in the “Strategies to Use When Selecting a Source” box. Explain that using these strategies can help in determining the best source to use.
3. Display the “Recipe for Beautiful Roses” transparency. Read aloud the passage as the students follow along silently. Then ask the following questions:
  - ✓ What is the topic of the passage? (*Planting roses*)
  - ✓ What additional information could be researched? (*Appropriate responses are as follows: directions on pruning; the difference between a hybrid and a floribunda; pH levels; alkaline; liquid vitamin B-1.*)

Write appropriate responses in the “Additional information needed” box in the organizer. Circle the topic “directions on pruning.” Tell the students that additional information for this topic needs to be found. Read the four sources. Then ask the following questions:

- ✓ Which of these sources are primary sources? (*An appropriate response is as follows: “Queen Joyce,” an interview with the 2004 queen of the Rose Parade.*)
- ✓ Which of these sources are secondary sources? (*Appropriate responses are as follows: the magazine article, “Growing Roses”; the Web site, [www.roses.com](http://www.roses.com); the book, *Roses of Portland, Oregon*.)*
- ✓ Which of the listed sources would be the best source to use to find information on pruning? (*The magazine article, “Growing Roses”*)
- ✓ Why did you select this source as the best source? (*An appropriate response is as follows: the title of the magazine article tells readers that it is probably about caring for roses, while it is unclear what type of information the Web site would have, the book would probably tell only about roses in Portland, and the interview with the parade queen would probably tell only about the queen.*)
- ✓ Which of the listed sources would be the least helpful to use to find this information? (*An appropriate response is as follows: the interview with the Rose Parade queen.*)
- ✓ Why did you select this source as the least helpful? (*An appropriate response is as follows: the information would probably be about the parade queen and not about roses.*)

Discuss the responses for accuracy, and model how to write the responses in the appropriate boxes in the organizer. Facilitate a discussion to show that this type of analysis is necessary when doing research in order to find the best information.

4. Ask the focus question. Give the students time to think about it. Facilitate a discussion that leads to the understanding that to select the best source for information about a research topic, a reader needs to know
  - ✓ the topic being researched,
  - ✓ what additional information about the topic could be researched,
  - ✓ what sources are available,
  - ✓ whether the information is likely to be in the source.
5. Tell the students that in this lesson they will read a passage, determine additional information that could be researched, and select the best source and the least helpful sources to use to find this information.
6. Distribute copies of the *Which Source Is Best?* handout and display the transparency. Ask a volunteer to read the “Helen Keller” passage aloud while the rest of the students read along silently.
7. Ask the following questions:
  - ✓ What is the topic of the passage? (*Helen Keller*)
  - ✓ What additional information could be researched? (*Appropriate responses are as follows: Anne Sullivan; manual alphabet; Braille.*)

Write appropriate responses in the “Additional information needed” box. Circle the topic “Anne Sullivan.” Tell the students that additional information for this topic needs to be found. Then read the sources in the boxes one at a time, and ask the following questions:

- ✓ Which of these sources are primary sources? (*An appropriate response is as follows: Helen Keller’s autobiography, The Story of My Life.*)
- ✓ Which of these sources are secondary sources? (*Appropriate responses are as follows: the map of Alabama in Travel Guide, USA; the encyclopedia article, “Braille”; the orientation pamphlet from Radcliffe College, “College Life.”*)
- ✓ Which would be the best source to use to find information about Anne Sullivan? (*Helen Keller’s autobiography, The Story of My Life.*)
- ✓ Why did you select this as the best source? (*An appropriate response is as follows: it would probably contain information about her teacher, while the map might only show where she was born, the encyclopedia article would discuss only Braille, and the college pamphlet—although Helen Keller graduated from Radcliffe College—would probably contain none of the information needed.*)
- ✓ Which would be the least helpful source to use to find this information? (*An appropriate response is as follows: the orientation pamphlet from Radcliffe College.*)
- ✓ Why did you select this as the least helpful source? (*An appropriate response is as follows: the pamphlet would tell about the college and probably not have any information about Helen Keller or her teacher, Anne Sullivan.*)

Discuss the responses for accuracy and write the appropriate responses in the organizer. Have the students do the same on their copy.

8. Have the students get into their book-club groups. Tell them to read the remaining passages and complete the organizers.
9. Ask volunteers to share their responses. Discuss the responses, and have the volunteers write the appropriate responses on the transparency.
10. To conclude instruction, have the students think about the following question:
  - ✓ How can you determine which source to use for more information about a research topic?

Ask volunteers to share their responses, and facilitate a brief review of how a reader should determine what additional information is needed and which of the available sources may contain that information.

### **Alternative Instruction:**

- Choose two short nonfictional passages and prepare for each passage a bibliography of good and poor sources that could be used to obtain information about different topics in each passage, being sure to include both primary and secondary sources and at least one Web site. Distribute one of the prepared passages, and assign volunteers to read aloud portions of the passage. With the students' assistance, make a list on the classroom board of additional topics that could be researched based on the passage. Determine the two most important topics on the list and circle them. Display a transparency of the matching list of sources and ask volunteers to read the sources. Explain the difference between primary and secondary sources and that both are valid means of obtaining information, but all sources must be evaluated to determine whether they contain the needed information. Facilitate a discussion to show that in order to determine the most and least helpful source, it is necessary to analyze the title, the audience for which the source is intended, the credibility of the author, and the timeliness of the source, and then predict what specific information might be included in that source. Create on a transparency a *Concept Web* (See *Webbing with Literature* in the Appendix) with a center circle and two extensions. Write in the center circle one of the topics chosen as the most important from the list of additional topics to be researched. With the students' assistance, use the strategies above to determine the best source for information about the topic, and write the source in one of the connecting circles. Analyze the sources to determine the least helpful source, and write that source in the other connecting circle. Have the students get into three-person groups. Distribute the second passage and matching list of sources. Tell the students to read the passage and write on the back of the passage a list of additional topics that could be researched. Have the groups choose one of the additional topics to research. Have the pairs work together to analyze each source using the same strategies that were used with the first passage. Tell them to create a web similar to the one created for the first passage. Have the groups share their webs, and facilitate a discussion to show the importance of evaluating sources when doing research.

## PRACTICE

1. Have the students get into four-person groups. Distribute the prepared handout. Have the groups read the passages and complete the organizers.
2. Have volunteers share their groups' responses to one of the passages on the handout. Discuss the responses for accuracy.
3. After all the passages have been discussed, facilitate a discussion to show that when doing research on a topic it helps to find the most helpful sources to use by evaluating them.

### Alternative Practice:

- Choose a short nonfictional passage. Have the students get into pairs, and distribute a copy of the passage to each pair. Tell them to read the passage and on the back of the passage make a list of additional information that could be researched about the topic, and then choose one to research. Escort the students to the library. Have the pairs work together to find six sources, including at least one Web site, that would contain information on the selected topic. Return to the classroom. Tell the students to analyze the sources and determine the best source and the least helpful source. Distribute chart paper and markers, and have them create a *Concept Web* similar to the one created in the Alternative Instruction component. Ask volunteers to share their webs and explain why they chose the sources as the most and the least helpful. Facilitate a discussion to review the importance of evaluating sources by using strategies when doing research.

## ASSESSMENT

- Have the students read the chosen nonfictional passage. Prepare several multiple-choice questions in the following manner (four choices):
  - ✓ Which would be the best resource to use to find more information about (topic)?
  - ✓ Which would be the least helpful resource to use to find out more about (topic)?
  - ✓ In which resource would you probably learn about (topic)?

### Alternative Assessment:

- Choose a nonfictional passage and have the students read it. Prepare several multiple-choice questions in the following manner (four choices):
  - ✓ When researching (topic), which would be the best resource in which to find additional information?
  - ✓ When researching (topic), which would be the least helpful resource in which to find additional information about (topic)?

# Choosing a Source

## PRIMARY SOURCES

**The original works of a person:** diaries, letters, drawings, personal writings, interviews, photographs, birth certificates, passports, driver's licenses, e-mails, speeches, autobiographies. Many of these sources can now be found on the Internet.

## SECONDARY SOURCES

**Text written after the event occurred:** found in books, encyclopedias, magazines, almanacs, and atlases and on Internet sites. These sources can give an outside or historical view of the event or person.

## Strategies to Use When Selecting a Source

1. Determine the specific topic to be researched.
2. Look for both primary and secondary sources.
3. Analyze the title of each source.
4. Predict what specific information might be included in the source.
5. Decide whether it is the best source to use.

# Recipe for Beautiful Roses

Roses are considered by many people to be the most beautiful flowers of all, yet most people don't attempt to grow them because of the extra care and attention they require. However, if you have the time, you can produce healthy, wonderful roses.

First, choose the appropriate rose plant, which can be purchased at a local nursery where a specialist can suggest the type of roses that will survive well in your climate. Also, consider what kind of blooms you want. Hybrid tea roses are the most popular, but floribunda roses are also available.

Next, properly prepare and adjust the soil. If you have good soil, you'll have good roses. To do this, you may need to adjust the pH level of the soil. Roses grow best in slightly acidic soil. You can have your soil tested at a nursery. If the soil is too alkaline, it may be necessary to add sulfur or compost to it; however, if it is too acidic, powdered limestone is a good addition.



Before you plant the roses, soak them in water with one or two tablespoons of liquid vitamin B-1 for a full day, which will keep the roots from becoming dehydrated. Then, trim broken roots back to solid tissue, and cut the root branches by half an inch to encourage growth. Plant the rose bush about two feet into the ground, and stamp it down with your foot to eliminate air pockets. When the hole is half filled, water the plant with a mixture of vitamin B-1 and water. After three weeks of watering, you should begin to see buds on the plants.

## Additional information needed:

a magazine article,  
"Growing Roses"

a Web site,  
[www.roses.com](http://www.roses.com)

a book, *Roses of Portland, Oregon*

"Queen Joyce,"  
an interview with  
the 2004 queen of  
the Rose Parade

Which is the best source for  
more information about

\_\_\_\_\_?

I know this because

Which is the least helpful  
source for more information  
about

\_\_\_\_\_?

I know this because



Name \_\_\_\_\_

## Which Source Is Best?

### Helen Keller

Helen Keller was born in 1880 in Tuscumbia, Alabama. She was a healthy, contented, and very intelligent little girl. However, at the age of two, she suddenly became sick and suffered a devastating fever that left her blind and deaf. As she grew, she became increasingly aware of how cut off she was due to her inability to communicate with the people around her. She grew extremely frustrated and threw wild temper tantrums. Finally, when Helen was seven, her parents employed Anne Sullivan, who was also blind, as a personal tutor for Helen. She soon changed the course of Helen's life. She taught Helen to communicate. She taught her the manual alphabet, which enabled her to spell out words and have words spelled out in her hand. Eventually Helen learned to write and read in Braille. With Anne by her side, Helen graduated from Radcliffe College in 1904 and wrote a book called *The Story of My Life*. She became a political activist and toured the country as a lecturer. Helen accomplished many things in her life. She taught us all that a handicap does not have to keep us from success.

**Additional information needed:**

a map of  
Alabama in  
*Travel Guide,*  
*USA*

an encyclopedia  
article, "Braille"

Helen Keller's  
autobiography,  
*The Story of My*  
*Life*

"College Life,"  
an orientation  
pamphlet from  
Radcliffe College

Which is the best source for  
more information about

\_\_\_\_\_?

I know this because

Which is the least helpful  
source for more information  
about

\_\_\_\_\_?

I know this because

# Which Source Is Best?

(continued)

## Giant Reptiles of the Ocean

Swimming the oceans of the world is the largest species of turtle—the sea turtle. These giant reptiles are graceful saltwater dwellers that are well adapted to navigate the oceans. Sea turtles have been roaming the open seas and coastal waters throughout the world for millions of years. They are powerfully built for their life in the ocean. They have strong flippers for swimming and the ability to stay underwater for over an hour with only one breath. They have salt glands that allow them to excrete the excess salt they take in.

**Additional information needed:**

a children's  
book, *Tommy the  
Turtle*

*Turtles*, a famous  
seaside painting

a book, *Turtles of  
Lake Erie*

an encyclopedia  
article, "Turtles"

Which is the best source for  
more information about

\_\_\_\_\_?

I know this because

Which is the least helpful  
source for more information  
about

\_\_\_\_\_?

I know this because

# Which Source Is Best?

(continued)

## Weightlessness

Astronauts in space experience many things that we can't experience on Earth. One of those experiences is being weightless. There is no gravity in space, so astronauts are able to float around the spaceship without effort, and they are just as comfortable upside down as they are right side up.

However, astronauts do experience some changes due to weightlessness. They are about an inch taller when in space because their spines are not compressed. In addition, more fluid stays in their faces and upper bodies, so it gives them puffy-looking cheeks. They also may be uncomfortable while their bodies are adjusting. Some of them are sick for the first day or two. After the first week, most astronauts feel fine and enjoy the tumbling that they can do while weightless.

**Additional information needed:**

a Web site,  
[www.grav.com](http://www.grav.com)

a newspaper  
article, "Weigh  
Less, Quickly"

*To Space and  
Back*, an  
autobiography  
by Sally Ride

an encyclopedia  
article, "The  
Solar System"

Which is the best source for  
more information about

\_\_\_\_\_?

I know this because

Which is the least helpful  
source for more information  
about

\_\_\_\_\_?

I know this because

# Which Source Is Best?

(continued)

## Francis Scott Key

Many people think Francis Scott Key wrote the music to our national anthem, “The Star-Spangled Banner.” But in fact, he wrote only the words. He was present when the British were bombing Fort McHenry. He was so moved by the sight of the American flag flying over the fort that he wrote a poem on the back of an envelope. When Key showed his poem to his brother-in-law, he suggested that the words might go well with a tune popular at the time. Key changed the words of his poem to fit the song.

Key later added several other stanzas and renamed the song “The Star-Spangled Banner.” The army and navy used it for important ceremonies in the late 1890s. People had generally considered it the national anthem for many years, though it wasn’t the official anthem. Finally, Congress made it the official national anthem of the United States on March 3, 1931.

**Additional information needed:**

*To My Friends*, a book of letters written by Key

a magazine article, “The Star-Spangled Banner”

an encyclopedia article, “The Civil War”

a book, *The History of American Music*

Which is the best source for more information about

\_\_\_\_\_?

I know this because

Which is the least helpful source for more information about

\_\_\_\_\_?

I know this because